

**AN ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY THE 8TH
GRADE STUDENTS OF SMP 1 MUHAMMADIYAH PATI IN 2015/2016
ACADEMIC YEAR**



**Submitted as a Patrial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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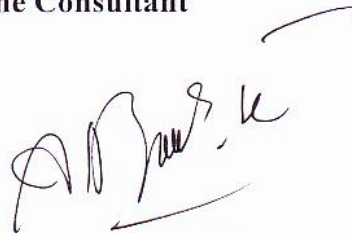
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AN ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY THE 8TH
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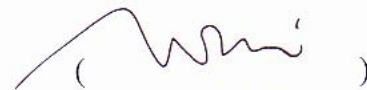
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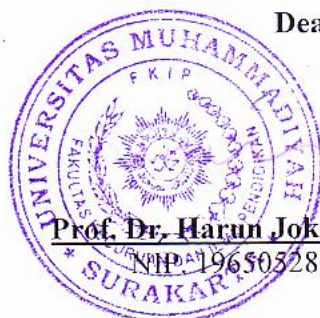
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**AN ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY THE 8TH GRADE
STUDENTS OF SMP 1 MUHAMMADIYAH PATI IN 2015/2016
ACADEMIC YEAR.**

ABSTRACT

This research aims to describe the students' capability in writing descriptive text, to identify the problem faced by the students in writing descriptive text and to identify the causes of the problem faced by the students in writing descriptive text at the 8th grade student of SMP 1 Muhammadiyah Pati in 2015/2016 academic year. The method of collecting data are observation, interview, analyzing document and test. The research analyzed the students' writing based on (a) Vocabulary, (b) grammar, (c) Organization of the paragraph, (d) Content of the composition (e) mechanic. After analyzing the texts written by the student, the researcher categorizes them into four categories, namely excellent, good, fair, poor. The result is 1 student or 3,13%, there are 6 students or 18,75%, there are 3 students or 9,37%, there are 22 students or 68,75%. The average the students' capability in writing descriptive text is poor. The problems faced are (1) the students have problem with limited number of vocabulary, (2) developing the idea in a descriptive text, (3) grammar mastery. Grammar mastery is the most problem faced by the students. The causes of the problem are (1) students' low motivation, (2) Understanding.

Keyword: writing, descriptive text, students' capability

ABSTRAK

Penelitian ini bertujuan mendeskripsikan kemampuan siswa dalam menulis teks deskriptif, untuk mengidentifikasi masalah yang dihadapi oleh para siswa dalam menulis teks deskriptif dan mengidentifikasi penyebab masalah yang dihadapi oleh para siswa dalam menulis teks deskriptif pada siswa kelas 8 SMP 1 Muhammadiyah Pati pada 2015 2016 tahun akademik. Metode data prioritas adalah pengamatan, wawancara, menganalisis dan menguji dokumen. Penelitian dianalisis tulisan para siswa berdasarkan (a) kosakata, (b) tata bahasa, (c) organisasi paragraf, (d) isi dari komposisi (e) montir. Setelah menganalisis teks-teks yang ditulis oleh mahasiswa, peneliti kategorizes mereka ke dalam empat kategori, yaitu Excellent, baik, adil, miskin. Hasilnya adalah 1 siswa atau 3,13%, ada 6 siswa atau 18,75%, ada 3 mahasiswa atau 9,37%, ada 22 siswa atau 68,75%. Rata-rata kemampuan siswa dalam menulis teks deskriptif miskin. Masalah yang dihadapi adalah siswa (1) memiliki masalah dengan jumlah terbatas kosakata, (2) mengembangkan ide dalam teks deskriptif, penguasaan (3) tata bahasa. Tata bahasa adalah yang paling masalah yang dihadapi oleh para siswa. Penyebab masalah adalah (1) mahasiswa rendah motivasi, (2) pemahaman.

Kata kunci: teks deskriptif, menulis, kemampuan siswa

1. INTRODUCTION

English as an international language has gained its popularity all over the world. It plays a very important role in Indonesia. Beside language as a means of

communication, language is also an instrument to make an interpersonal relationship, changing information and enjoying the aesthetics of language in the western culture (Nurhadi, 2004: 200).

Students' capability in writing descriptive text is influenced by many factors. One of factors is writings' complexity. The factors are grammar, vocabulary, text organization, mechanic, content and others. Grammar is examples dealing with word structure of a language. Vocabulary is the capability of the writer using effective word and choice of the word.

Based on the observation in the teaching learning English lesson at the eighth grade of SMP 1 Muhammadiyah Pati, the researcher found that many students had problem in learning writing. In this case, some students were frustrated and confused to generate ideas to writing descriptive text. The students did not know to collect ideas about the topic that were going to start writing, so that writing was often considered as difficult. Not only did the students get difficulty in getting idea, but the students also faced a problem with the ability in writing, especially grammar in order to write a good text.

On the basis of the fact, the researcher intends to investigate the descriptive texts written by the students. The results of the analysis is very beneficial especially for the teacher. Seeing the result the teacher can reflect her teaching strategy she had used and found the better strategy to maximize the students' achievement.

Based on the background study above, the problem statements are as follows: 1) how is the students' capability in writing descriptive text at the 8th grade of SMP 1 Muhammadiyah Pati in writing descriptive text?, 2) what are the problems faced by the eighth grade students of SMP 1 Muhammadiyah Pati in writing descriptive text?, and 3) what are the causes of the problems faced by the eighth grade students of SMP 1 Muhammadiyah Pati in writing descriptive text?

This research aims are to describes: 1) the students capability in writing descriptive text by the eighth grade students of SMP 1 Muhammadiyah Pati in writing descriptive text, the problems faced by the eighth grade students of SMP 1 Muhammadiyah Pati in writing descriptive text, and 3) the causes of the problems faced by the eighth grade students of SMP 1 Muhammadiyah Pati in writing descriptive text.

This research has broad scopes for both the subject and the object. Due to the fact, the researcher will limit both of them into; the subject of this research will only the eighth grade students of SMP 1 Muhammadiyah Pati, while the object of this research is students' capability in writing descriptive text and the problems faced by the eighth grade students of SMP 1 Muhammadiyah Pati.

To complete the discussion, the writer defines the notion of writing. According to Hamp (2001:2), writing is clearly a complex process, and writing component is frequently accepted as being the last language skill to be acquired (for native speakers of the language as well as foreign/second language learners).

According to Graham and Perin (2007) in Nurhasanah and Siti (2012: 4) along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. The purposes of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work.

From the statement above, the researcher comes to the conclusion that writing is to express the idea, feeling, and information.

The principle of teaching writing can be used to guide the teacher on teaching writing. According to Fauziati, (2010:46), studies in the teaching of writing have identified there are at least three paradigms of teaching writing: the product approach, the process approach, and the genre-based approach.

1. The Product Approach

The product approach is a traditional approach of teaching writing in which students typically are provided with a model and encouraged to imitate it in order to produce similar product (Nunan,1999). The main purpose of the learner's writing activity is "to catch grammar, spelling, and punctuation errors" (Leki, 1996:173) in Fauziati (2010:46).

2. The Process Approach

According to Walsh (2004: 15 in Fauziati 2010: 48-49) the procedures of process writing help the learners develop more effective ways of conveying meaning and better comprehend the content that they want to express. In the process approach, students are taught strategies that should help them to finally reach a decent product but of course "the product is still an important goal, but the writing class is more

exploratory, less punitive, less demoralizing: and the student writer is less alone” (Leki, 1996:174) in Fauziati (2010:49).

In teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmates. Multiple drafts, therefore, are the norm.

3. The Genre-based Approach

Genre-based Approach or Genre Approach is “framework for language instruction based on example of a particular genre” (Byram, 2004:234) in Fauziati (2010:53). Genre-based teaching is concerned with what learners do when they write. It allows writing teacher to identify the kinds of texts that students will have to write in their target context (occupational, academic, or social) and to organize their courses to meet these needs (Hyland, 2005:5).

Genre Approach is similar to a Process Approach to teaching writing. However, the Genre Approach also resembles the product approach in that a model text is analyzed on the basis of grammatical and text features then is followed by guided writing in a joint construction stage before a final, free writing stage (Badger and White, 2000:154) in Fauziati (2010:53).

There are many types of text, one of the types of text is descriptive text. There are some criteria of descriptive text, those are social function, generic structure, and language features.

1. Social Function

According to Gerrot and Wignell (1994:208) state that social function of descriptive text is describes particular person, place, or thing.

2. Generic Structure

Gerrot and Wignell (1994: 208) in Nurhasanah and Siti (2012:5) say that the generic structure of descriptive text follows:

- a. Identification; to identify the phenomenon to be described.
- b. Description; to describe parts, qualities, and characteristics of something or someone in detail.

3. Language Features

The language features of descriptive text use the following:

- a. Certain noun, such as teacher, my sister, my book, etc.
- b. Detailed noun phrase to give information about subject

- c. Action verbs
- d. Use of simple present tense.
- e. Figurative language such as simile, metaphor, etc
- f. Thinking verbs and feeling verbs to reveal the writer's view of subject
- g. Relating verbs to give information about the subject

In conclusion, descriptive text is a text which is used to illustrate a person or a thing what it is like. Its purpose is to describe and reveal particular person, place or thing.

According to Hamp (2001:135-136) there are three stages in writing :

1. pre-writing

This stage generally involves the writer in choosing a topic, or if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it and selecting the appropriate idea and information to use in a response. There are arguments in favour of a clearly laid-out topic being set, providing students with a strong structure to support the creative writing they will do preventing them going as far as trying because of irrelevance, poor organisation of arguments.

2. Writing

There seems to be little point in using up classroom time with students working individually on a composition and the teacher writing passively from them to finish. If the teacher wants to set individual, unassisted writing tasks these can be done as homework and then collected for marking.

3. Rewriting

Few of us, and few great writers, get it right first time. This does not only mean grammar, but all aspects of piece of writing: the mood, the emphasis, the development, the choice of effective words and word combination etc. It is useful to distinguish two kinds of rewriting: editing and proofreading.

There are three stages preparation before writing. The process of writing is prewriting, writing and rewriting. So, it gives the guideline to be a good writer.

According to Ngambut (2003:20), there are four common problems in writing; they include content, organizing, vocabulary, and grammar.

1. Content

When the students were encountered with the problem of identifying main ideas and supporting sentences, they could not produce an effective paragraph of text. This

happens since they are not able to formulate main ideas and supporting sentences into a paragraph.

2. Organizing

An effective or good paragraph of text describes all the things in the paragraph logically, clearly, and easily to make readers understand. The good paragraph of text appears in the topic of the text and it describes specifically in details.

3. Vocabulary

Vocabulary plays a very important role in constructing a good paragraph. By choosing appropriate words, the writer will be able to communicate their ideas, opinions, even disagreements smoothly.

4. Grammar

A good paragraph of a text describes the sentence structure comprehensively that covers the patterns of sentences construction and the good order of the words in sentences sequence.

From the explanation above, the reaseacher concludes that the common problem faced by students in writing descriptive paragraph are: content, organizing, vocabulary, and grammar. Good writing must express good content, organizing, vocabulary, and grammar.

The notion of good writing involves content, form, grammar, style, and mechanism, (Hans, 1969 in Burhan 2001: 106). A good writing as follows:

1. Content. Writing must convey the main idea or an attentive reader should be able to group the writer is purpose.
2. Form. Writing should be contain logical or associative connection and translation which early express the relationship of the ideas described.
3. Grammar. Writing should adhere to the role of grammar related to the tense with sequence of time.
4. Style. Writing should engage its readers through original in sight and practice.

From the explanation above, the reaseacher concludes that process of writing uses symbols to comunicate ideas in a readable form. Good writing must express good characteristic such as content, form, grammar and style.

2. RESEARCH METHOD

The researcher uses descriptive qualitative research for this research, qualitative research uses word as data research. The subject of research is the 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 academic year, that consists of 32 students. The object of this research is limited to analysis of descriptive text written by the 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 academic year.

In this research, the data sources taken from informants and documents. The data of this research are the 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 academic year worksheet in form of descriptive text that consists of 32 students. In this research, the researcher collected the data about analysis of descriptive text written by the 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 academic year are document and interview.

To answer the analysis of descriptive text written by the 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 academic year, the researcher analyzed the data by testing to get students score. The step are; the researcher asking to the students to make descriptive text and then the researcher analyzed the data. To analyze the researcher using five criteria to correcting their result of descriptive text. John Anderson (1968:100) in Hughes states that “method of scoring which require a separate score for each of a number of aspects of a task are said to be analytic”. The researcher used scoring theory of John Anderson, there are grammar, vocabulary, organization content and mechanic.

3. RESEARCH FINDING AND DISCUSSION

3.1 Student's Capability

The researcher analyzed the data based on the 5 criteria, namely content, organization, vocabulary, grammar, and mechanic. The first characteristic is the content of the paragraph in writing descriptive text by the 8th grade students' of SMP 1 Muhammadiyah Pati in 2015/2016 Academic Year. The following is the analysis of the data taken from the observation. The content discusses the generic structure of descriptive text knowledge of text, and topic development.

Data 1 R.A

My doll

Identification	I have rabbit doll
Description	My doll have white collar.wear neck tie.ears is long.the eyes is black. I very like with my doll

This student's writing has poor content because of the limited knowledge. The student can not develop the paragraph and make simple sentence, for example "My doll have white collar...". The student can not describe characteristic of his doll. All content is very simple to descriptive text.

The second criteria is the form or organization of the paragraph. Organization discusses fluent expression, logical sequencing, adjective verb, main idea of text, and action verb.

Data 1 B.H.S

My Lovely Sister

Identification	Sister is something that is very precious because nothing can replace the role of my sister in this world.
Description	My sister named Yeni full name is Yeni Angraini. She have long hair and use glasses. She is a sister who is very spoiled. Sometimes she is annoying and often makes me angry. Even though, I am very fond of her. She is Study at SMA 1 JUWANA. She has a dream to become a taylor.

The student's writing shows their capability in idea organization. The student's organization of idea is good. He develops his idea sequentially. The student uses descriptive adjective to describe his sister, "My sister named Yeni full name is Yeni Angraini...". The student's writing organize him sister profile. "Even though, I am very fond of her. ...".

Grammar usually becomes the general problem of the writer in writing a descriptive text.

Data 1 A.D.P

My calligraphy

Identification	I have new pen. I to buy in cahaya cooperation
Description	I have pen black color. he that often my useful for writing, drawing, and colors. So that my pen also to buy.become empty int.

This writing shows that the student's grammar is still poor. The student still uses wrong pronoun in the subject pronoun. The student's mistake in using pronoun "he" to the subject pronoun "pen". So if the subject is pen actually it doned use "it", because pen is a noun. Actually the generic structure or language use in a descriptive text is present tense.

The other problems observed from the students is vocabulary. Vocabulary is the capability of the writer using effective idiom/word and choice of the word.

Data 1 E.F.S

My Father

identivication	My father born in Pati 22 january 1976. January tomorrow my father forty years.
description	My faher have 2 son that is me and brother. My father have curly hair like me. He have fat body. My father job teacher bahasa indonesia in SD N 2 Bakaran Wetan. He always help me do my homework. My father kind, he never angry and always give me money.

There are many mistakes of the vocabulary on this text. The student writes the sentence: "January tomorrow my father forty years". It has incorrect vocabulary. The student conveys that his father was forty years on last January. So he should write "my father was forty years old ...". The student also writes "My father job ...". The vocabulary is wrong, in this case, he uses "is" in sentence. The student should write "my father job is Indonesian teacher in SD N 2 Bakaran Wetan". The student have mistakes in structure of sentence, for example is "He have fat body", and it should write "he has a fat body".

The mechanic analyzes the capitalization, spelling, paragraphing, and punctuation. Some examples of students writing.

Data 1 A.W

erick soekamti

Identification	erick soekamti is vocalist in endank soekamti. he is vocalist and bassist.
Descriptive	erick born in jogjakarta.him fat. erick is very coll boy and handsome. he have tato in him body.

The student has a poor mechanic. The reseacher found many errors in the text. In descriptive; it can be into one paragraph. The student put the sentences in separated sentence.

The second error made by the student is capitalization. All of error capitalization dominates the beginning of sentence. For example is “erick soekamti”. The position “Erick Soekamti” is the beginning of the sentence and it determines the name of people. The last error mechanic made by the student is spelling. For example is “tato” in sentence “he ... tato in all ... body”. The student should write “tatto”.

3.2 The Problems Faced by Students

To find the problems faced by the 8th grade students of SMP 1 Muhammadiyah Pati in writing descriptive text in 2015/2016 Academic year, the researcher conducted interviews both to the English teacher and students. The researcher choose subjects from students to get information. To describe the problem that they face in writing descriptive, the researcher determined randomly the subject in each grade category.

a. Limited Number of Vocabulary

The problem of the students in writing descriptive text is limited number of vocabullary. In the interview section, the researcher found that there are five students who have the same problems in writing descriptive text.

b. Developing Idea

The other problem faced by the student 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 Academic year is developing idea in descriptive text. The researcher found most all of the students agree with this problem. Many students said that they difficulty to express and develop the ideas. Almost of them find idea in descriptive text but, they can not develop their idea to support the topic sentence.

c. Grammar Mastery

The most problem faced by 8th grade students of SMP 1 Muhammadiyah Pati in 2015/2016 Academic year in writing descriptive text is the low grammar mastery. It can be known in students text in which they make mistake when choosing “pronoun” and “to be”.

3.3 The Causes of Problem Faced by Students

After knowing the problems faced by the 8th Grade Students of SMP 1 Muhammadiyah Pati in Writing Descriptive Text in 2015/2016 Academic Year, the researcher also identified the cause of problem faced by the 8th grade students of SMP 1 Muhammadiyah Pati in writing descriptive text in 2015/2016 academic year.

Based on the interview with teacher and students, the researcher found the causes of the problem faced by the eighth grade students of smp 1 muhammadiyah pati in writing descriptive text in 2015/2016 academic year. The causes are: (1) students' motivation, and (2) understanding.

The most problem faced by the 8th grade of SMP 1 Muhammadiyah Pati is Students' motivation in English lesson. This factor is the reason why the students feels that writing descriptive text is difficult. It makes the students difficult to develop their capability in writing descriptive text. The writer concludes that English is difficult and gives effect on their motivation in learning English language.

The factor that causes of problem faced by the eighth grade of SMP 1 Muhammadiyah Pati is understanding of English lessons by the teacher.

When the teacher explained about descriptive text, some students did not understand about descriptive text. The students said that they are still confused about generic structure and linguistic feature descriptive text. The second is the students felt difficult when the teacher delivered the material, because the materials from the teacher is too difficult and the teacher conveyed descriptive text is too fast, so it makes the students confused and did not understand.

3.4 Discussion

The researcher analyzed the students' text based on the criteria's that cover content, organization, grammar, vocabulary, and mechanic. The students' capability grades are excellence, good, fair, and poor.

Based from the observation, from 32 students, there are 1 student who have excellent grade (in the percentage 3,13%). There are 6 students who have good grade

(the percentage 18,75%). There are 3 students who have fair (in percentage 9,37%). There are 22 students who have poor grade (in percentage 68,75%). The average the students' capability in writing descriptive text is poor grade. From the researcher analysis, actually the students should improve their capability in writing descriptive text.

The researcher also found the problem faced by the 8th grade of SMP 1 Muhammadiyah Pati in writing descriptive text by the students. The problems faced are (1) the students have problem with limited number of vocabulary, (2) developing the idea in a descriptive text, and (3) grammar mastery. With grammar mastery is the most problem by the students. The cause of the problem faced by the 8th grade of SMP 1 Muhammadiyah Pati in writing descriptive text by the students are (1) students' motivating, (2) Understanding.

4. CONCLUSION

In this part the researcher draws the conclusion based on the analysis of descriptive text written by the 8th grade students of SMP Muhammadiyah 1 Pati in 2015/2016 Academic Year. The researcher concludes this research as follows:

- 4.1 The students who have excellent grade in writing descriptive text is 1 student, 3,13%. The students who have good grade in writing is 6 students, 18,75%. The students who have fair grade in writing descriptive text is 3 students, 9,37%. The students who have poor grade is 22 students, 68,75%. So, the average of the students' capability in writing descriptive text is poor.
- 4.2 The problems faced by students are the students have problem with limited number of vocabulary, developing the idea in a descriptive text, and low grammar mastery.
- 4.3 The causes are: students' motivations, the students are not interested in learning English language, and understanding, the students get problem with conveying the descriptive text by the teacher.

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